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ABSTRACT

This bibliography is the third of three volumes which report on a study of recent research on teacher attitudes and attitude change. This volume lists, alphabetically by author, all the references cited in volumes one and two. Abstract literature and research reviews were used extensively in this study, and much material was obtained from "Research in Education." Titles from this publication are accompanied by ED numbers. Other sources used were the following: "Dissertation Abstracts," "Psychological Abstracts," "Education Index," "Social Science Citation Index," a number of annotated bibliographies, and research compilations. (PB)

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TEACHER ATTITUDES AND ATTITUDE CHANGE

Volume III: Comprehensive Bibliography for Volumes I and II

by

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Preface to Bibliography

Volume III consists of all the references cited in both Volumes I and II. Over 5,000 relevant citations were examined in the course of the search carried out for this study. Of these, approximately 1,000 titles are listed in this Volume. It should be noted that this does not by any means exhaust the teacher attitude literature published in the past five years. Educational research is particularly prone to the phenomenon of cycles of interest, and it seems that the subject of teacher attitudes reached its peak during the 1970-72 period. This trend is certainly related to the concern with the improvement of education for poverty and ethnically different populations, and concomitant extensive support provided by federal funding for various types of compensatory intervention since the mid-1960's.

A second criterion by which the field was delineated related to the breadth of the population to be considered. The focus of these volumes is teacher attitude, and little effort is made to include studies which deal with how students, administrators, or parents perceive teachers or themselves. Furthermore, the concern is primarily with the elementary and secondary school teacher. Studies having to do with junior or senior college or university faculty have hence been excluded, although many of the investigations listed here do have implications for teachers at the junior and senior college levels.

Even with these delimiting criteria, the tremendous proliferation of publication in the field of teacher attitudes makes it impossible to encompass the total body of literature.

There is also a great deal of redundancy, particularly in the articles published in the more popular journals. Furthermore, much of this material consists of anecdotal accounts by individuals who wish to express their personal reactions to issues of current interest. Certainly there is merit in identifying a sampling of articles of this nature, especially when they are written by experienced practitioners calling upon many years of service in educational endeavors. It is assumed that users with similar backgrounds and interests would be more prone to value these contributions than would academically-oriented educational researchers. In essence then, another criterion relates to the degree to which publication is responsive to the practical concerns of the intended users. To be truly meaningful, however, it would be necessary to have strong, experimentally-validated support for the representations and recommendations presented. Thus, the most critical basis for selection has been the soundness of the experimental design and the level of statistical sophistication with which the researcher has evaluated the study's findings.

In an effort to provide as rich a resource as possible, a great deal of reliance has been placed on the abstract literature and on the careful reviews of sensitive researchers. The starting point for the literature search focused on major abstract services. In particular, the Educational Resources Information Center (ERIC) Research in Education series provided a rich source of materials. Without this national resource, the completion of the present task would have been well-nigh impossible.

Many of the Clearinghouses which comprise the ERIC network contributed useful information, but the Teacher Education Clearinghouse was probably the most fruitful. A retrospective

(i.e., beginning with the most recent entry) computer search of ERIC, using the single descriptor, Teacher Attitudes, was ordered, and 2,000 abstracts covering the period from December 1970 to December 1974 were reproduced in the computer print-out format. This ERIC computer search also included journal articles listed in the Current Index to Journals in Education (CIJE). Earlier issues of ERIC were inspected by the research team and the most relevant items identified for inclusion in the manual.

Another major benefit of the ERIC system is that the ED numbers provide an extremely abbreviated, economical way of referencing. Almost every major library carries a complete microfiche file of ERIC abstracts, and all that is necessary to obtain the microfiche card is the ED number. From the card, it is a simple matter to secure all the information needed to either secure the text or get in touch with the original source.

Other primary abstract sources utilized in the current study include the Dissertation Abstracts, the Psychological Abstracts, the Education Index, and the Social Science Citation Index. In addition, the literature search identified a number of comprehensive scholarly annotated bibliographies and important compilations of research on various topics covered in our review. These were used extensively to pinpoint definitive studies prior to our 1970 cut-off date.

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